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Democracy in Education... Education for Democracy

For
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A. F. of T.
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66

CHICAGO 4, ILLINOIS

NOVEMBER, 1955

Megel, Elder, Borchardt

AFL DELEGATES TO WHITE HOUSE

Conference

Labor, Social and Political Leaders Urge Federal Aid --- Action, Not Talk, Needed

The American Teacher recently asked several of America's leaders known to be concerned with America's public school problems, to participate in a symposium on the subject of Federal Aid For Education and the degree to, and in what areas they felt it needed. Those replying placed emphasis on the urgency of school needs, and some were skeptical of the value of the White House Conference on Education. President Eisenhower, who was ill in Denver, understandably did not reply but James C. Hagerty, his press secretary, forwarded copies of the President's previous statements declaring education primarily the responsibility of the states and local communities.

By George Meany
President American Federation
of Labor

The American Federation of Teachers has demonstrated its grasp of the urgency of the problem in publishing a symposium in this issue of the American



Mr. Meany

Teacher on the question of federal aid for education.

The welfare of the public education system is a concern which we in the labor movement hold close to our hearts because trade unionists were among the first to urge the establishment of free public schools. The American Federation of Labor's traditional support of public education, dating from the founding of our organization in 1881,

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Ten Locals Make Quotas Month Ahead

CHICAGO, Ill. — Ten A. F. of T. Locals made or exceeded their quotas in the October membership campaign before it started!

The even 10 had reported over the top, sending in their per capita to prove it, as of Sept. 30. These out-ahead Leadership Locals are:

Colorado — Vocational Teachers Federation of Denver, Local 203; Connecticut — Hartford Federation of Teachers, Local 1018; Illinois — Schram City Teachers' Union, Local 487, and West Frankfort Federation of Teachers, Local 817, and Indiana — Vigo County Council of Classroom Teachers, Local 764.

Also, Louisiana — New Orleans League of Classroom Teachers, Local 527; Minnesota — International Falls Education Association, Local 331, and Winona Federation of Teachers, Local 1232; Pennsylvania — Pittsburgh Federation of Teachers, Local 400, and Wisconsin — Superior Vocational Teachers Union, Local 395.

Hurry! Hurry! Get Your Copy Of New A. F. of T. History

Did you get yours?

Your copy of "Organizing the Teaching Profession," the new history of the American Federation of Teachers, that is.

If you haven't, then you had better hurry. Orders are coming in fast. The first limited edition at the bargain price of \$2.50 per copy to A. F. of T. members only, looks like a quick sellout.

The history is just off the press, as compiled by the Commission on Educational Reconstruction of the American Federation of Teachers, of which Arthur A. Elder of New York City, past A. F. of T. vice-president, is chairman.

It contains 320 pages of the stirring story of the A. F. of T. and its Locals and their struggles and triumphs. It is cloth bound, in green and silver. In

Meany Sends AFT Leaders to Parley



American Federation of Teachers leaders named A. F. of T. delegates to White House Conference on Education; from left, Arthur A. Elder of New York City, Miss Selma M. Borchardt of Washington, D. C., and Carl J. Megel of Chicago.

Kenosha, Local 557, Victor In Fight For Pay Increase

KENOSHA, Wis. — A \$400 a year across the board increase effective Jan. 1 for Kenosha teachers has just been won by the Kenosha Teachers Union, Local 557, after a showdown in negotiations which began early last spring.

The school board bowed to the teachers' minimum demands the night before the Local of which L. V. Haflich is president, had unanimously voted a work stoppage, backed up by the Kenosha Trades and Labor Council and the C.I.O. Council and the U.A.W.-C.I.O. Local.

Victory for the teachers came after negotiations had stalled along for months and had once been terminated. Organized labor then threw its full weight behind Local 557, which also

had the support of the public and press, generally.

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Mr. Haflich

Biemiller, Connors, Smith Named

WASHINGTON, D.C. — Six of ten American Federation of Labor delegates to the White House Conference on Education, Nov. 28 to Dec. 1, appointed at the request of President Eisenhower, were announced at press time by George Meany, A. F. of L. president.

The A. F. of L. delegates include Carl J. Megel of Chicago, president; Arthur A. Elder of New York City, past vice-presi-

A meeting of A. F. of L. delegates to the White House Conference on Education is scheduled for Sunday, Nov. 27, in Washington.

dent, and Selma M. Borchardt, Washington representative of the American Federation of Teachers.

Elder is also tax consultant for the American Federation of Labor. Also announced to be A. F. of L. delegates were:

John D. Connors of Washington, director of education, American Federation of Labor; Andrew Biemiller of Washington, A. F. of L. legislative representative, and Stanton Smith of Chattanooga, Tenn., president of the Tennessee Federation of Labor, and secretary of the Chattanooga Central Labor Union.

Connors, Smith and Biemiller are former school teachers and

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Ideas of Federal Aid Foes Tried and Found Wanting

The following story is of special timely significance since it sums up the need for Federal Aid for Education and how it has been used as a political football, immediately preceding the White House Conference on Education. —Editor.

By Arthur A. Elder*

President Eisenhower in his Economic Report to Congress in January, 1954, stated that the needs for elementary, secondary and university construction would average \$6¼ billion yearly during the next few years. Against this need, he stated, construction was being carried on currently at the rate of \$2.5

*Tax consultant, American Federation of Labor, and past A. F. of T. vice-president.

billion yearly. Accepting these figures of the President, there was an apparent deficiency of \$4.25 billion yearly which was not being taken care of in 1954.

In spite of nationwide publicity and expression of concern by spokesmen of the national administration absolutely nothing has been done in the interval to remedy this deficiency in school building construction.

In view of this record of non-accomplishment one would naturally expect that the President would have re-emphasized the need for the development of school facilities in 1955. Reference to the Economic Report to the Congress for January, 1955, however, reveals that while referring in a general way to the

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Federal Aid Symposium

From Page 1

brings the present crisis even more forcefully to our attention.

In September our 40 million school children returned to school, needing a full day of study to fit them for the problems they will some day face as citizens of a great democracy. Instead they found in many cases that they were to attend school only a few hours each day, and in some places even in shifts, because we are short an estimated 340,000 classrooms.

The fact is that thousands of school children are attending "school" in basements, tents, gymnasiums, and garage sheds. Many of the so-called classrooms are firetraps. Even worse than this disgraceful situation is the shortage of teachers. We are now short of our needs by 150,000 qualified teachers. These figures represent current shortages and do not consider the expansion of our school population within the next ten years by an estimated 11,000,000.

Everybody knows these statistics, and the human loss they imply. Nevertheless, the Eisenhower Administration has thought it desirable to hold thousands of local and state conferences to determine the needs of the public school. We hope these meetings and the Nov. 28-Dec. 1 national White House Conference on Education will recognize and plan realistically to meet these needs. In any case, however, the educational emergency has passed far beyond the conference stage. What we need is a prompt and adequate program of federal financial assistance to the schools. This federal aid, coupled with the traditional local control of education, would equalize public educational opportunities for all of our children whatever their home state, their race or their creed.

Federal aid is required for teachers' salaries, school construction, scholarships, for services for children and to combat illiteracy. We will urge the Congress, as its first order of business in January, to meet this pressing need. The problem can no longer be simply "studied." It requires action NOW!

By Walter P. Reuther
President Congress of Industrial Organizations

As the children went back to school this fall, the statistics on the school crisis again came to life. Once again the nation found overcrowded classrooms, underpaid teachers, children going to school in shifts and all the resulting difficulties in providing our youth with a real opportunity to learn.

This is a problem in all sections of the United States. It is a problem which calls for national action. C.I.O. groups have fought for increased funds for schools on state and local levels, and will continue this fight, but federal action is needed in the present crisis. Many communities and states which have taxed themselves heavily for schools still cannot find the money to build the schools they need and to pay teachers the salaries they deserve.

The C.I.O. hopes that Congress will make a start on this problem during the next session by passing legislation to provide

substantial federal aid for school construction. Federal grants to the states are needed, not the kind of "loan" program which the Eisenhower administration proposed early this year and which would do more for the investment bankers than the schools.

Just before Congress adjourned, the House committee on labor and education reported out a school construction bill submitted by Rep. Augustine Kelley (D., Pa.). The Kelley bill would provide federal funds for school construction through grants to the states amounting to \$400 million each year for four years. With matching funds from state or local sources this \$1.6 billion federal program would build about 100,000 classrooms in the next four years. Realistic federal aid of this kind is needed to make a start in meeting our present shortage of close to half a million classrooms.

The C.I.O. has fought for federal aid to education and federal aid to school construction for many years. One of the promises of democracy is a good education for every child. All of us must share the responsibility for providing it—not only in our own communities but throughout the nation.

By Agnes E. Meyer
Member Citizens Commission for the Public Schools and wife of the publisher of the Washington Post and Times-Herald

To make up our minds whether Federal Aid must be given our public school system, we need only keep in mind two reports, the official statements on the schoolroom shortage and the analysis of public school finances made by Beardsley Rume for the National Citizens Commission for Public Schools.

Despite the fact that the Office of Education has deliberately surrounded the figures for the existing classroom shortage with ambiguities and contradictions, it is clear from Commissioner Brownell's own testimony before Congress that the immediate need is for 300,000 classrooms. To meet increasing enrollments the minimum annual need is about 98,000 classrooms and 103,000 is probably nearer in line with the estimates of the Office of Education.

So vast have been the expenditures of the states and municipalities for school construction and other building outlays, that they are now in a budget squeeze. Fortune magazine (April, 1955) reports that "last year their aggregate cash expenditure of \$30.1 billions exceeded their total revenues by \$800 million."

In his summary of Public School finance Mr. Rume points out that the gross national product whose taxes go to the federal government is 365 billion and recent official reports state that this has gone up 2 billion during the past six months. His report also proves statistically that revenues from the taxation of property, upon which the school systems have been chiefly dependent, do not and will not support public education on even a minimum basis.

Mr. Rume's report concludes that given our enormous and constantly augmenting national productivity, the financing of public education is a problem of policy not of resources; the problem is to select the best basis on which to make a small

portion of the increased national production and income available for education.

The question then is: Do the American people believe in arithmetic or do they not?

As for the White House Conference on Education, it can be of great value if it is honestly conducted to bring these undeniable facts into the open. But all indications at present, are that it will be controlled by the administration to serve its own political purposes. For it is so organized that free discussion from the floor will be made impossible.

By Pat McNamara
U. S. Senator from Michigan and member Senate Labor and Public Welfare committee

Most of your readers probably know that I have been supporting federal aid for school construction vigorously since I entered the United States Senate. Early in the hearings on the federal aid bills before the Senate Labor and Public Welfare Committee I said that too much time had already been spent gathering figures and making studies: I urged that the Senate act and act quickly to help provide school facilities for the many children who need them.

I believe that federal help is needed because the wealth of America is not equally distributed among all the states. I believe that the federal tax structure, in which the progressive income tax accounts for approximately 50 per cent of tax revenues, is a better way of raising revenue than the various state systems, in which sales taxes make up an average of 60 per cent of revenue—in some cases, more than 80 per cent.

Apart from other considerations, the federal government must act because the situation is begging for quick action. More conferences and more discussion will only delay action. Waiting for the states to remedy whatever errors they may have been guilty of in the past will not help the children who are now the victims of those mistakes.

I urge therefore that, while doing whatever else we can to build schools and care for the children, we continue to try to persuade the federal government to take up its share of the burden and pass a generous federal aid bill as quickly as possible.

By Richard L. Neuberger
U. S. Senator from Oregon, and member Senate Interior and Insular Affairs committee

Our young people come this way but once. A child, denied a sound and adequate education, never can make up that lack. It pursues him through life and diminishes his opportunities for both economic success and spiritual satisfactions. Federal aid to our schools is necessary, in my opinion, to adjust the inequalities among various localities. Why should a child raised in a community with a steel mill or aluminum smelter receive a generous education, because those plants can be taxed substantially, while a child in a rural area of low assessed valuation must be content with schooling of far less broad proportions?

Under the formula suggested in the Taft-Thomas Bill of 1949, it is my belief that Federal aid to education can be provided without in any way threatening to superimpose Federal control



New LaSalle-Peru-Oglesby (Ill.) Federation of Teachers, Local 1243, is chartered. From left, Walter Werre of Chicago, president of the Illinois State Federation of Teachers; President Carl J. Megel of the A. F. of T., and Charles E. Korn of Peru, president of new Local, as he accepted the Charter. At right, Raymond J. Froehlich, president of the Rockford (Ill.) Federation of Teachers and A. F. of T. vice-president.

Minneapolis Locals Submit Pay Demands For Next Year

MINNEAPOLIS, Minn. — The men and women teachers unions of this city have joined in demands for wage increases giving teachers in the public school system a salary schedule of \$3,850 to \$6,250 in 12 steps.

The Minneapolis Federation of Women Teachers, Local 59, of which Selma Larson is president, and the Minneapolis Federation of Men Teachers, Local 238, headed by Charles J. Lobdell, submitted the following plan for salary adjustment, effective Jan. 1, 1956:

1. A \$400 increase across the board for all certified personnel.
2. An additional \$100 for all maximum bachelor degree teachers at the maximum to complete the present 13th step.
3. Progressive reduction in the number of steps, and for

1956, eliminating the first step and advancing one step all teachers not at the maximum.

"The effect of this adjustment would be a \$500 increase for all bachelor degree teachers at the maximum, a \$600 increase for all teachers below the maximum and \$400 for all other certified personnel," the two teacher union presidents pointed out in a letter to Supt. of Schools Rufus A. Putnam.

"Minneapolis would then have a salary schedule of \$3,850 to \$6,250 in 12 steps, and we hold that this adjustment is a realistic demand well within the new money available in 1956, which we believe to be about \$2,000,000," said the letter, which was also signed by J. Selmer Drage, chairman, joint salary committee.

over education. I think, of course, local districts and the states should decide upon curricula and other details. I would recommend that Federal aid first take the form of helping to construct necessary new facilities such as school buildings and added classrooms. Secondly, I would propose specific grants to raise teachers' salaries where they are abnormally low. Third, I suggest some form of Federal scholarships to help make it possible for gifted students to continue on through high school if their families are in economic circumstances which might preclude such advantages.

I also believe that any Federal aid should consider the entire problem of retarded children, who require special teachers and whose schooling *per capita* obviously costs more than that for other youngsters. These children, after all, are infinitely less likely to be public charges in later life if the necessary educational opportunities are afforded them in youth.

I can see no urgent need at this time for numerous conferences on the question. We already have had conferences without number. They do no harm and perhaps some good, but the imperative need at the moment is for action.

By Wayne Morse
U. S. Senator from Oregon and member Senate Committee on Foreign Relations

A century ago free public education was controversial. It was

then condemned by many with the same arguments that are level today against Federal aid to education.

The complexities of modern life require constantly improved training for our youngsters to fit them for earning a living and achieving a fuller existence. Education is an investment which helps save billions of dollars now required to correct the results of inadequate training. Juvenile delinquency, personality disorders, unfitness to work cost the nation far more than a decent Federal aid program. Such a program would more than pay for itself in direct savings, better citizenship, richer lives, and men and women equipped to work for the nation's defense as citizens and soldiers in time of need.

This is a national problem. The child reared in Ohio may live his adult life in Oregon. The youngster taught in South Carolina may well settle in South Dakota.

Federal aid to education is deeply rooted in our national traditions, starting with the Northwest Ordinance. It need not and should not interfere with full local control over education.

Our greatest and most threatening shortages are teachers and school facilities. We need Federal aid to pay decent salaries, to pay for decent schools and equipment—to conserve and develop our greatest national asset—our children.

Alaska Airlift Lobby Gains Pay Raise, Retirement Plan

ANCHORAGE, Alaska — An "airlift lobby" of 25 members of the Anchorage Federation of Teachers, Local 1175, traveling in a chartered plane to Juneau, appeared at a legislative hearing and succeeded in aiding the passage of two measures beneficial to their profession.

One was the adoption of a new retirement plan, and the other, a token salary increase, which, while less than desired, did follow the principle proposed by the Federation as a basis for increase. It provides for greater differentials for advanced training.

Charles Solomon, the Federation's elected representative to the legislature, who headed the lobby, went to Juneau two weeks ahead of the others, having received leave of absence with pay from the school board.

Others who appeared at the hearing included Mrs. Anne Babaski, Louis Filliger and Mrs. Helen Simpson. In charge of arrangements for the lobby were Mrs. Roger Waller and Miss Mae Doane.

Kept Requirements Up

John Cate, president of the Anchorage Federation, said the lobby succeeded in defeating the Gilbert bill, which would have lowered requirements for teacher certification.

A Fair Dismissal act, which would have provided tenure for Alaska teachers, met legislative defeat as a result of pressure by the Alaska Education Association, which also attacked the higher salary schedules proposed by the Federation.

Solomon also appeared before the Territorial school board and effected two changes in their regulations, never before taken up by any teachers group. Five days sick leave instead of the



Mr. Solomon

former three, will be granted to any teacher attending the funeral of a member of his immediate family, outside the territory.

Thirty Day Dismissal Pay

Also, a guarantee was won for all Alaska teachers, formerly only obtained for Anchorage, that 30 days pay be given in case of dismissal due to drop in enrollment. Previous regulation did not require the board to give notice or reimbursement in such cases.

The territorial salary schedule is most important here as school districts are reimbursed by the territory at 75 per cent of the territorial schedule, Cate said.

The teachers' union is the first group in Alaska to sponsor any form of tenure legislation. It was also the first time that a delegation of teachers ever appeared during legislative sessions in Juneau.

Cramer, president of the Fort Wayne Teachers Council, Local 700, as an asset to education and teachers.

Bodeker, long interested in public education, is also business agent of the International Brotherhood of Electrical Workers, Local 1392, and has represented labor on the local tax review board for the last five years.

Ft. Wayne Teachers Hail Labor Leader On School Board

FORT WAYNE, Ind. — Appointment of William Bodeker, treasurer of the Fort-Wayne Federation of Labor to that city's school board is seen by David S.

Raise \$3,360 For Widow Of Teacher

CHICAGO, Ill. — Members of the Chicago Teachers Union, Local 1, have contributed more than \$3,360 for the family of Eugene Vesecky, a fellow member who was fatally shot by William Dawes, an off-duty detective in a traffic dispute, here, John M. Fewkes, union president, announced at press time. The widow, Mrs. Virginia

Vesecky, is also a school teacher now on maternity leave because of the birth of her third child several days after the death of her husband. She is not eligible for a widow's pension because Vesecky had not taught for the required 10 year minimum.

Since the opening of school, teachers have continued to send money to the fund, which was started during the summer, when Vesecky was killed. Dawes was to be tried on a charge of murder.

The Chicago American is also sponsoring a fund for benefit of the Vesecky family.

Megel To Aid Inspection of Iowa School For the Deaf

CHICAGO, Ill. — President Carl J. Megel of the A. F. of T. recently asked Gov. Leo Hoegh of Iowa to head an inspection of "unfortunate conditions" in the Iowa School for the Deaf in Council Bluffs, "while the school is in session" and the Governor replied that he will ask Megel to accompany him on his next trip to the school.

Megel sent a letter to Gov. Hoegh suggesting that Megel and a representative of the Iowa Association for the Deaf go with the governor to the school to "call your attention directly to those conditions which need your attention."

Controversy over conditions in the school have been almost continuous, Megel said, since touched off during hearings and litigation over the discharge of William F. Moran, president of the Iowa School for the Deaf Teacher Union, Local 769, and one other teacher as well as disciplinary action taken against two other teachers in the institution, in 1951, shortly after they went to the legislature and secured salary increases for the school's teachers.

Deaf Children Victims

Megel told Gov. Hoegh that the A. F. of T. on behalf of its Local 769 has had a "deep interest in the problems which have arisen in recent years at the school."

"We are aware," he wrote the Governor, "of the unfortunate conditions prevailing there and we fully realize that the deaf children have been the principal victims."

Megel cited a story in the Des Moines Register of Aug. 18 quot-

Palmer Lee, president of the Iowa Association For the Deaf, asked Gov. Hoegh to permit a representative of his association to accompany the Governor and Megel in the inspection of the Iowa School For the Deaf, and charged the school's Supt. Berg with "Hitlerian tactics."

ing the governor after an unannounced inspection as "tremendously impressed" with the school's vocational department, the newspaper story also reporting that the chief executive "observed instruction" in other departments.

"We are gratified to learn," Megel wrote, "that you have given this problem your attention, because we know that sympathetic and vigorous action on your part can rectify the tragic situation now existing at this institution."

"Unwittingly, this story of your visit to the school gave the impression . . . you had observed classes in session. Actually, classes were closed for the summer and all you saw was the physical plant."

"We all realize that nobody can properly evaluate the quality of instruction by merely looking at the physical plant during the summer when classes are not in session, faculty members are gone, students are home and Supt. Berg is on vacation."

Megel urged Gov. Hoegh to make the second inspection this fall when classes were in session to bring the "full picture before you and the people of Iowa," then suggested that Megel and an Association for the Deaf representative accompany the governor.

Do'nuts, Dances Swell Local 1085 Scholarship Fund

FLAT ROCK, Mich. — Taylor Township high school is only two years old, but a scholarship fund for graduates has already been started by Taylor Township Federation of Teachers, Local 1085.

A total of \$733 has been raised through various methods including doughnuts and kleenex sales, scholarship school dances, and memorial contributions upon the death of a Federation member or relative.

"We hope to keep raising enough money each year to give a \$500 annual scholarship by the time our school has four secondary grades," Robert Waltmire, president of the local, said.

Taylor Township high started with 8th and 9th grades in 1953. This year, the curriculum covers 9, 10 and 11.

A State Presidents' Ass'n Is Newest A. F. of T. Unit

Newest up-and-coming organization in the American Federation of Teachers is the State Presidents' Association comprised of presidents of state federations of teachers.

The association was initiated at a luncheon at the 38th annual A. F. of T. convention in Fort Wayne, to be a clearing house for ideas and spark greater activity.

Harry Brown of Duluth, Minn., chairman of the A. F. of T. standing committee on state presidents, was named chairman of the new organization, and Mrs. Harriet Pease of Sche-

Four New Locals Chartered

Four new Locals of the American Federation of Teachers have been chartered since the beginning of the current fiscal year, Carl J. Megel, A. F. of T. president announced. The Locals are:

Monongalia County (W. Va.) Federation of Teachers, Local 1245; Mississinewa (Mill Township, Grant county, Ind.) Teachers Federation, Local 1246; Nashville, Davidson county (Tenn.) Federation, Local 1247, and Webster (Mass.) Teachers Union, Local 1248.

Careers Book On Teaching Off Beam

CHICAGO, Ill. — The Institute for Research, Chicago, which issues a series of vocational monographs, has just tried its hand at one on high school teaching as a career.

The booklet is replete with some romanticism, glorification, and the dedication of teachers. It states that their (teachers') "annual income is very good," and cites the American Federation of Teachers as having a "membership of some 20,000." We could go on, but why?

Rummage Sale Money Raiser For Syracuse

SYRACUSE, N. Y. — The Syracuse Federation of Teachers, Local 905, of which Mrs. Marion Goode is president, has found the rummage sale so successful in raising money, that it is recommending the idea to other locals.

The sale held this year by the Syracuse Federation was its eighth, and proceeds are always earmarked to send a delegate to the A. F. of T. national convention.

In addition to Mrs. Goode, committee members in charge of the 1955 rummage were Dolly Hofmann, chairman, Mary Cahill, Kathleen Colbert, Marie Quinlan, Vera Ryan, Albert Clark and Grant E. Furbush.



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Mr. Brown



Mrs. Pease

nectady, vice-president of the Empire State Federation of Teachers, is secretary.

Meetings will be held annually in conjunction with A. F. of T. conventions, and it was decided that state delegates or other officials may be credentialed to participate in the event of the absence of the state president.

Henry Winkels of Newport, Minn., executive secretary of the Minnesota State Federation of Teachers is to act as liaison officer for distribution of information to state units.

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What Will the Answers Be?

By Hope V. Carey

Will the product be worth the price? Thousands of educators await the answer in conjunction with the forthcoming White House Conference on Education.

It was back in January, 1954, that President Eisenhower in his message to Congress requested that a nation-wide study be made of the American education structure. Congress complied with the passage of a bill authorizing the study, and granting the necessary appropriations. The wheels were set in motion, committees appointed, and problems stated. The purpose: To determine, by investigation in every state of the union, if the United States faced a Crisis in Education.

No one could deny the good of such a program but for the fact that the crisis had long since been recognized. Educators throughout the land had pointed to the critical areas in the educational field and pleaded for immediate relief. To their grave disappointment, instead of action they were answered with words. They were told that nothing could be done until the study was complete. The findings of the conference would point the direction of the national program.

For almost two years the preliminary work has gone on. Upward to 100,000 persons have taken part in the deliberations, and now the answers are to be given. What will these answers be? Will they for the first time present the true picture of American education? Will they be in the form of concrete recommendations? Will specific remedies be set forth? Most important of all, will the answers bring results?

The White House Conference on Education is at hand. It has been costly in time and energy. It has caused the postponement for a period of years of any immediate measures to alleviate critical situations facing educators and students on all levels. We must hope, at this time, that the product will be worth the price we have already paid.

Let us examine the six questions upon which the study has been based:

What should the schools accomplish?

How should we organize our schools?

What are our building needs?

What about our supply of teachers?

How can we finance our schools?

How can we obtain a continuing public interest in education?

From these we see that the organizers of the conference recognize that certain problems do exist.



Miss Carey

Labor's Commentator on School Needs

By Edward P. Morgan*

I didn't realize the colossal extent of the school problem in the United States until I did a little comparative arithmetic with figures like these: Nearly 40 million students are going to the nation's schools and colleges this fall. That represents almost the entire population of the Republic of France, even though it's just a quarter of the total population of this country.

That 40 million includes an increase of nearly a million seven hundred thousand over last year's enrollment. Imagine pouring the inhabitants of the city of Detroit all at once into already occupied school-rooms and you get a rough idea of what that increase means. That isn't all: The school population is expected to exceed 51½ million students in less than 10 years.

Against these staggering totals, government efforts to deal with the problem of classroom shortage and over-crowding are as full of substance as shadows on the wall, gestures which don't begin to grasp the enormity of the situation.

The administration's strategy now is to accuse the opposition of "scuttling" the President's school construction program. It is true that the prejudices of Southern Democrats on the issue of segregation helped to block legislation at the last session of Congress. (Parenthetically there is the added irony this autumn of most of the south resuming classes with Negro and white children separated as usual in defiance of the federal Constitution, but that is another story.)

The fact is the administration made no concerted fight for the President's program and even if it had been pushed through, it would have been only a puny beginning on a project that should command the boldest approach.

It's as if the administration leaders had said, "Well, we have got something of a problem here all right. We've got to go through the motions of doing something about it. So we'll draft a plan and then of course we'll have a conference. You can always get a certain amount of publicity out of a conference."

Why, in a land that has come to demand the superlative as none too good, are we satisfied with anything but the best in schools and teachers?

The supply of qualified teachers is at least 141,300 short of the demand. How will the shortage be met? By emergency teachers, meaning those who can't qualify for a teaching certificate but serve in a pinch; by drawing from retired teachers who aren't really qualified to return and by further overcrowding.

This is the only answer Brownell seems to be able to give in the current crisis. I wonder if it's the answer the country will be content to take.

*Heard Monday through Friday over the American Broadcasting Company and sponsored by the American Federation of Labor.

The President's Column

By Carl J. Megel

AMERICAN EDUCATION HAS HAD NO FINER FRIEND than the American Federation of Labor. This was again demonstrated by President George Meany in a recent editorial in The American Federationist. Mr. Meany said:

"... American children started back to school in September under conditions which are a disgrace to our country. ...

"The school crisis has become so widespread that it truly constitutes a national problem, requiring federal action.

"What stands in the way of the federal government moving into this vital field boldly and courageously? Only two feeble and unsound arguments. The first is 'economy' and the second a vague fear that the federal authorities will attempt to take over control of the schools.

"In answer to the first argument, it should be obvious that skimping on the education of the nation's children—its greatest asset for the future—would be the height of false economy. The second objection can be met by provisions assuring that administration of the school systems, even when aided by federal funds, shall remain completely in the hands of local authorities."

THE NEEDS OF OUR COUNTRY'S CHILDREN

have too long been by-passed or neglected.

The American Federation of Teachers, with the help of the American Federation of Labor, has been calling to the attention of America's citizens that the deteriorated condition of our public schools can be corrected by higher salaries for teachers. We have further maintained that the American people are willing to pay additional taxes in order to provide better salaries for teachers. A recent Gallup poll confirms this position.

The Poll, published in the Chicago Sun-Times, reports that one out of ten adults (72 percent) believe that higher salaries are necessary to get more teachers and take care of the increase in students in the public schools.

It reported that "the public's conviction is strong enough in this point that they say they would be willing to pay more taxes if the money were used to boost public school teachers' salaries."

The results of this survey focus the burning light of public opinion upon the stalling tactics used by the present Washington administration for inaction on Federal Aid for Education Legislation. The state conferences which have been meeting throughout the nation in the this past year have, for the most part, been composed of individuals carefully selected to "go along with" the administration and issue positions in opposition to federal aid to education.

FORTUNATELY, HOWEVER, THROUGH THE EFFORTS

of representatives of the Empire State Federation of Teachers and the New York Teachers Guild, Local 2, the conference in New York State voted by a large majority to support federal aid to education.

In California, again with the assistance of pressure from members of the California State Federation of Teachers, the state education conference gave partial support to federal aid to education; and in many other states of the nation our teacher delegates to state education conferences were fighting for federal funds for public schools.

The deterioration of American education is also strikingly portrayed by the issuance early in September of a list of 100 men and women making major contributions, chosen from throughout the world. It is tragic to note that this list includes not a single educator. At the turn of the century such a list would have easily included a half a dozen or more educators!

But through a continuous program of public education this underestimation of the vital role of education in our Democracy will be corrected. Better schools and better and more teachers, can be attained only by better salaries and working conditions and sufficient funds to build the physical facilities.

Funds for these improvements must come through increased revenue. This does not mean a sales tax which places the greatest burden on those of the lowest income.

The federal government is the only agency which can equalize the tax burden and provide sufficient revenue to meet the present emergency. Today's children must be educated today! We are providing federal housing, federal unemployment assistance, federal aid for farms, federal aid for business, federal aid for industry, and federal aid for roads. All of these federal subsidies primarily benefit the adults, who have votes to cast.

It is high time that we take care of the education of America's children today so that they can vote intelligently and live peacefully tomorrow, in a true Democracy.

A. F. of T. Will Fight for You, Board Member to Teachers

MINNEAPOLIS, Minn.—Teachers unions on a national and local level received high praise from a Minneapolis school board member as well as the city's superintendent of schools at a dinner sponsored for 85 new men teachers by the Minneapolis Federation of Men Teachers, Local 238, here recently.

Frank Adams, board of education secretary and Hennepin county veterans' service officer, told the new teachers, "Don't hesitate to join the American Federation of Teachers, for it is a professional organization that will fight for your rights as no other organization will."

Rufus A. Putnam, city superintendent of schools, told the 300 school officials and old teachers as well as the new ones that the Minneapolis school system is a good system and one that is constantly improving. He added: "The Men's Federation of Teachers has been a part and parcel of that improvement."

Need for Federal Aid

Putnam also declared that unless the public is willing to spend two or three times as much as now for education, we cannot continue as a democratic, progressive society."

"The American people," he said, "will have to wake up. If the local communities and states continue to refuse to give education the support it must have, there is no place to look for funds except to the Federal government."

Charles J. Lobdell, Local 238's president, stressed advantages of membership in the Federation, and pointed out that while the Union's number one objective is better salaries and working conditions, it is also striving to gain community support for the schools.



Mr. Lobdell

Greetings from the American Federation of Teachers were extended by George W. Beacom of Minneapolis, vice-president, who told of the recent chartering of the new Anoka Hennepin Federation of Teachers, Local 1244.

More Young Men Teachers

Arthur J. Lewis, assistant superintendent for elementary education, expressed pleasure at the fact that so many young men are becoming elementary teachers. He also emphasized the need to get the community aroused to an awareness of what the schools are trying to do and thus gain public support.

Gerold S. Laumann was chairman of the committee planning the dinner. He was assisted by William G. Scott, Wally Buchanan, Warren A. Peterson, James F. Clinger, Frank M. Kohout, Alton G. Palm, and James F. Zimdars. Laumann also acted as toastmaster.

Michigan, Detroit Teachers To Vote on Social Security

DETROIT, Mich.—Michigan teachers, including those in Detroit, will hold referendums in early December to determine whether they want social security to supplement their present pension program.

Michigan has two retirement systems, with a separate one for Detroit. During the last state legislature, the Detroit system was placed under contract with the board of education, which will have to meet the payroll of the pensioners, whether or not

there is money available in the retirement system.

"This will give greater security to the teachers' present pension system and social security, if adopted, will supplement it," Mrs. Antonia Kolar, president of the Detroit Federation of Teachers, Local 231, said.

Final acceptance of social security by the teachers must be determined by the state legislature and subsequent agreement with the board of education.

Lauds Lawyer For Defense of Principal

NEW YORK, N. Y.—Atty. David J. Ashe of this city has been publicly commended by the New York Teachers Guild, Local 2, for his public defense of the principle that teachers should not be forced to inform on their colleagues.

In a letter to Atty. Ashe, Charles Cogen, Guild president, complimented him for defending Samuel S. Cohen, principal of P. S. 103 Manhattan, against suspension and dismissal, because the school head refused to

name persons associated with him when he was a Communist party member.

Cogen pointed out in his letter that more than a year ago, the Guild, after deliberation by its academic freedom committee, executive board and delegate assembly, had adopted a policy opposing dismissal of employees who refused to inform, and that the state commissioner has since stated his disapproval of forced informing.

"Your long anti-communist record makes it clear that the issue is solely that of the defense of civil rights and academic freedom," Cogen wrote Ashe. "No finer choice could have been made for this important action."

AFL and CIO Join in School Dedication

DETROIT, Mich.—Leaders of the American Federation of Labor and the Congress of Industrial Organization joined the Detroit Federation of Teachers, Local 231, in recent dedication ceremonies for the Samuel Gompers public school, named after the A. F. of L.'s first president.

Speakers included John D. Connors, director of the A. F. of L. department of education, who represented President George Meany, and U. S. Senator Patrick V. McNamara.

It was Sen. McNamara, who, as a member of the Detroit board of education in 1952, presented to this body the suggestion of the teachers' union that a school be named after Samuel Gompers.

Local 231 also prepared a book on the life of Gompers, which has been printed and is being distributed by the Detroit and Wayne County Federation of Labor.

Two Locals' New Leaflets Tell Why Join

Leaflets dynamic in content and outstanding in format are being used to accelerate the membership campaigns of the Springfield (Ill.) Federation of Teachers, Local 601, and the Minneapolis Federation of Men Teachers, Local 238.

The leaflet of Local 601 tells why it's good to be a teacher in Springfield, and points out that the many favorable conditions enumerated didn't just happen, but were achieved through militant union leadership during a 25-year period.

They include an outstanding single salary schedule, cumulative sick leave, good tenure and working conditions, and teacher respect and recognition.

The Minneapolis men teachers stress in their leaflet that "It doesn't cost to belong to Local 238—it pays!"

New History From Page 1

house, and carries a regular price of \$4.50 per copy. The American Federation of Teachers is, however, making the first edition available to members at \$2.50 per copy.

So send your order and check for \$2.50 to the American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4, Ill., and your copy will go out to you immediately. If check or money order for the book or number of books ordered is sent with order, shipment will be prepaid. If payment does not accompany the order, then you will also be billed for postage.

But don't delay! This handsome book should be in every Local's and every member's library. No better project could be undertaken by a Local than to also place a copy in every public library in its city.

Summary of Content

The publisher's statement on the inside of a protective cover of the book outlines its content and pays tribute to the A. F. of T. as follows:

Badger White House Parley Urges Higher Teachers' Pay

MILWAUKEE, Wis.—(A. F. of L. News Service)—Increased teacher salaries were recommended by a committee of the Wisconsin Conference on Education, held preliminary to the national White House Conference Nov. 28 in Washington.

Organized labor in the state sent representatives to a regional conference and 12 to the general state meeting. The labor groups are on record for higher teacher salaries and immediate steps to relieve overcrowding of school rooms.

J. F. Friedrich, general secretary of the Milwaukee Federated Trades Council, was named by Gov. Walter Kohler to attend the White House parley.

The Teachers Supply and Demand committee at a Milwaukee session recommended that, "considerable effort be made to raise salaries significantly in the middle years of experience and that the maximum potential of teachers' salaries be increased markedly."

"Salary is of primary importance in the retention of good teachers and must be at a high enough level to not only insure that competent teachers remain in our schools, but also to attract persons of quality into the profession."

Salaries were compared as follows: Teachers, \$3,725; dentists, \$7,820; lawyers, \$8,730 and doctors, \$13,432.

Butte, Local 332, Makes Working Agreement Stick

BUTTE, Mont.—Appointment of Miss Mayme Kelly as supervisory principal of the Webster-Garfield school, and victory for Butte Teachers Union, Local 332, was the dual result of a ruling by Montana's attorney general that the school board of this city had violated its working agreement with the teachers' organization.

The decision ended one of the biggest controversies in the history of the school district, which started last May when Roland Flynn, a Webster-Garfield teacher, was appointed supervisory principal of the school, instead of Miss Kelly, who had been originally recommended and was next in line for the post.

Flynn's appointment by a 4-3 school board vote resulted in controversy between board members, the teachers union, and interested citizens, including the grievance committee of the Silver Bow Trades and Labor Council, which interceded on behalf of the teachers' group.

Cited Seniority Rule

Local 332, of which Miss Freda Trethewey is president, pointed to a seniority rule which declared that beginning principals should be considered for assignment to teaching principalships, and the teaching principals with the greatest seniority should be considered for advancement to supervisory principalships.

Since Miss Kelly was then supervisory principal of the Lincoln school, the union contended, she certainly had seniority rights over Flynn, who was then a teacher at the Webster-Garfield school.

N. A. Rotering, Silver Bow county attorney, issued an opinion that since Flynn was not previously a principal, he was

only eligible to assignment to a teaching principalship, and that the Webster-Garfield supervisory opening should be filled from among the teaching principals.

Attorney General's Opinion

He then wrote to Atty. Gen. Arnold Olsen, explaining the issue. Olsen took a similar position and handed down an opinion that the seniority rule was violated when "there were teaching principals qualified and willing to accept the position." He also pointed out that it is the duty of the school board to give adequate notice to all teaching principals of such a vacancy, and that if it is not given, "an injustice might result."

Following receipt of Atty. Gen. Olsen's ruling, George Haney, superintendent of public schools, called a special meeting of the board, and made the recommendation that he had reportedly made last spring, to appoint Miss Kelly. The board voted a 6-1 approval.

Also following Supt. Haney's recommendation, Miss Esther Elderkin was appointed supervisory principal at the Lincoln school, to replace Miss Kelly, and Flynn took over the teaching principalship at the Franklin school, formerly held by Miss Elderkin.

Strong Support from Labor

Members of the teacher grievance committee which worked on the case are Mary McNellis, chairman, Margaret Lowney, Marian Benich, Bill Cullen and Bill Ogle.

In addition to the powerful support of the entire Butte labor movement, James S. Umber, president of the Montana State Federation of Labor, gave the strong backing of his organization to the teachers' fight.

"Organizing the Teaching Profession" is the story of what teachers themselves have done to raise teaching to a respected professional status in America. It is the story of their organization, the American Federation of Teachers, and what it has done to advance education and teachers.

"It tells how teachers have been able to establish their rights as teachers and as citizens in school and community."

"It discusses such problems as teachers' tenure, rating of teachers, problems of beginning

teachers, extra-curricular activities, and academic freedom, and gives information that is not generally available to those outside the teaching profession.

"The story begins with the formation of the first teachers' unions just after the turn of the century. It relives the tremendous developments that have taken place in American education during this half century."

"But more than this, it holds out guide-lines that can help us in solving one of the most pressing problems in education today."

AFL Expert Hits Laissez-Faire Dodges

Schools Need \$2-3 Billion Federal Aid

From Page 1

continued existence of backlogs of need for school buildings and other public works he made no specific recommendations for meeting the needs to which he referred in detail in 1954.

Highways Before Schools

The President did endorse a specific program calling for the Federal government to bear 30 per cent of the cost of the \$100 billion highway development program recommended by an advisory committee. He urged that Congress act affirmatively "on a national highway program and with a view to its expeditious completion."

No equally specific program was proposed with regard to aiding schools or to any other phase of expanding state and local public work programs beyond the general statement that "the Federal government shares with state and local governments the responsibility for removing this obstacle to economic expansion."

Since the issuance of the 1955 Economic Report two major developments have taken place. The President delivered a special message to Congress in February endorsing a program of Federal aid for school construction; and state conferences to discuss finance and the problems facing the schools have been held in most states preliminary to the National White House Conference on Education scheduled for late in November.

An administration sponsored bill calling for loans to states but providing for virtually no Federal appropriation was introduced shortly after the President's message to Congress. Neither the Administration supported bill nor other more practical measures considered in the House and Senate Committees were approved by Congress.

N. Y. Supports Federal Aid

The New York State Conference held in September in New York City went on record by a substantial majority in support of Federal aid. Although the question was not on the agenda intense interest in Federal aid resulted in a thorough discussion of the possible role of the Federal Government in financing schools. The resolution finally approved by a substantial majority that was to be directed to Washington as an expression of the opinion of New York State group read:

"We believe that all levels of government should participate in financing necessary programs of education. In view of the grave educational crisis the states and localities cannot meet, we call upon the Federal Government to help the states adequately to meet the crisis, but insist upon the retention of state and local control—an essential American tradition."

The discussion at the New York State conference dealt with the broad problems of school support in its national implications as well as with local and state issues. There was full recognition of the fact that some

states could do a better job of supporting their own schools than others.

President Follows Commission

In striking contrast to the findings of the New York State conference the provisions of the school construction bill supported by President Eisenhower earlier in the year were in accord with the findings of the Commission on Intergovernmental Relations which made the following recommendations in June, 1955:

"The Commission recommends that responsibility for providing general public education continue to rest squarely upon the States and their political subdivisions. The Commission further recommends that the States act vigorously and promptly to discharge this responsibility. The Commission does not recommend a general program of Federal financial assistance to elementary and secondary education, believing that the States have the capacity to meet their educational requirements. However, where, upon a clear factual finding of need and lack of resources, it is demonstrated that one or more States do not have sufficient tax resources to support an adequate school system, the National Government, through some appropriate means, would be justified in assisting such States temporarily in financing the construction of school facilities—exercising particular caution to avoid interference by the National Government in educational processes or programs."

Thus the issue is joined. If the Federal Government does give aid in accord with the Eisenhower approach such aid will be given on a limited emergency basis with little regard to the fact that there are tremendous differences in ability and effort both within states and among states.

Precedents Are Many

There is the contrary view that just as Federal leadership and financial assistance was necessary to establish hospital construction, old age assistance, highway construction, public health and many other programs, Federal partnership is also needed in strengthening school operating programs as well as to provide overdue aid in school construction. This point of view has been most aptly expressed by Sen. Morse when in filing his statement of dissent to the Commission on Intergovernmental Relations Report, he said in part:

"It is my deep conviction that the American people, as the masters of their federal government through the application of our constitutional system of checks and balances, have no cause in fact to fear their federal government. To the contrary, the promotion of their general welfare is dependent in no small measure upon the federal government, through their elected representatives exercising—through constitutional legislation—the jurisdictional sovereignty of the federal government."

"It is because I do not think that the report of the Commission gives due emphasis to the

†P. 194. Report, Commission on Intergovernmental Relations.

rights and jurisdiction of federal sovereignty that I file this dissent. I think the report gives undeserved aid and comfort to the ultra conservative point of view in respect to the general subject of federal and state sovereignty. Such a point of view cannot turn back the hands of time, because time marches on irrevocably."

Public schools were supported almost exclusively in the United States through locally raised taxes for more than one hundred years. In the late twenties but more particularly in the early thirties state aid programs were developed. They recognized that local school districts within states were frequently deficient in taxpaying ability; the better state aid programs were based on the principle that taxable resources should be tapped where they were and used where they were needed.

Calls for Federal Priority

Much progress has been made during the past twenty-five years in equalizing educational opportunity through the development of these state aid programs. However, neither states nor local communities are raising sufficient funds for a variety of reasons. Some of these reasons such as poor assessment practices, low property tax rates, competition between governmental units, limitations on taxation and bonding power,

†P. 279. Report, Commission on Intergovernmental Relations.

constitutional prohibitions or limits on certain types of taxation have been reiterated over and over again.

Members of the American Federation of Teachers are familiar with all of these pretexts that have been advanced over the years for not supporting the public schools adequately. To say that these conditions which have existed and have in many instances become steadily worse during the past twenty-five years must be solved by the local and state governments is evading the question.

Those interested in the proper housing and schooling of a million to a million and a half young entrants to our schools yearly are quite properly asking why schools cannot be given the same priority in the Federal picture that has been accorded to price supports for farmers, highways and hospital construction, river and harbor development, aid to underdeveloped areas, etcetera.

Actually the Federal taxing power withheld will never correct undesirable local and state taxing practices. Used intelligently, however, it could aid the public schools, strengthen the economy, and stimulate states and local communities to improve their current tax programs.

Need \$2 or \$3 Billion Yearly

Currently taxpayers in poorer states are paying close to 30 per cent of their income in local,

state and Federal taxes. The Federal Government is returning less than 4 per cent of its expenditures to all states in the form of grants-in-aid.

A two to three billion dollar yearly Federal grant to public schools would permit reasonable equalization of educational opportunity. Yet the Federal Government would still be contributing considerably less for school support than either the state or local communities so that there could be no valid reason for changing the pattern of existing state and local controls.

No sincere friend of public education favors using Federal funds to permit either local or state governments to slacken their efforts. Actually, any well-considered long range program of Federal aid should be based on the requirement that no state whose total local and state tax effort for all purposes and/or for school support purposes in relation to its income falls below the national average should be eligible for any aid.

Such a program would much more effectively force states and communities to correct archaic tax practices than any laissez-faire approach proposed by opponents to Federal aid. Their program has been tried and found wanting. The current crisis demands the use of the Federal taxing and credit power in a substantial way to aid the states and local communities in providing long overdue school buildings and services.



Photo by William Samaras

"Let me," begs Bobby Flaherty, 11, pouring for sister Patricia, 8, while baby Susan tries to hold glass. Mother, Mrs. Joseph Flaherty, 134 Davenport St., heartily recommends soft drinks in bottles. "Bottles are easy enough for a child to pour," she says, "easy to store, and always handy to quench children's thirst." And of course, there's nothing else quite so satisfactory as pure clear glass for protecting the familiar flavor of any soft drink. A donation in Mrs. Flaherty's name has been made to the Children's Home by GLASS CONTAINER MANUFACTURERS INSTITUTE.

Glass containers have been union-produced in the U. S. A. since 1842

Governor Williams Asks \$200 Hike For All Teachers

DETROIT, Mich. — Efforts of Michigan Federations of Teachers to obtain greater pay increases received an assist from Gov. G. Mennen Williams in announcing a special session of the state legislature to, among other things, earmark approximately \$10,000,000 for a salary boost of about \$200 for each teacher in the state.



Gov. Williams

The special session was tentatively set to begin the latter part of October or in November, to consider "emergency" needs for higher teachers' salaries, highway safety, and facilities for retarded children.

"Two cents out of every three paid in sales tax is dedicated to the public schools," Gov. Williams said, "and since this tax has continued to increase in yield with an expected \$15,000,000 surplus, I am going to ask for an emergency appropriation that will make a raise equivalent to about \$200 per person, without using more than about \$10,000,000 of that surplus."

Should the legislature vote the \$200 increase proposed by Gov. Williams, the Detroit Federation of Teachers, Local 231, will insist that the board of education put it into immediate effect, in



Miss Hetty Pick, immediate past-president of the Granite City (Ill.) Community Federation of Teachers, Local 743, named Quad City Woman of the Year by the Quad City Business and Professional Women's Club.

addition to \$286 previously asked by the union for teachers below maximum.

This would provide a schedule running from \$4,400 for teachers with a B.A., to \$6,800 for ones with an M.A.

Kenosha Wins From Page 1

The New Schedule

The new Kenosha schedule for Bachelors will start at \$3,812 and reach \$5,900 in 13 annual increments. Bachelors plus 30 hours and Masters are to start

at \$4,012 and reach \$6,300 in \$180 annual increments.

Negotiations in the spring started in the usual unorthodox manner, but were brought into conventional pattern by the teachers backed up by organized labor. Since August, negotiations revolved largely around a majority report of a Citizens Advisory committee appointed by the board that the teachers were entitled to a \$600 a year increase.

The school board haggled, but advanced its offer step by step until they reached \$325, at which time the negotiations became deadlocked. Local 557 notified the board it would no longer honor a "no publicity" agreement, suspended its negotiating committee's responsibility, and its members unanimously authorized a work stoppage at the discretion of the Local's Executive Council.

Labor Goes to Bat

Kenosha Labor organizations, through their grievance committees, along with Carl J. Megel, A. F. of T. president, and John Lightenberg, A. F. of T. general counsel, then stepped in for the resumption of negotiations, with Andrew Smith, Marlin Walters, Otto Carlson and John Wieland, Local 557's hard working salary committee, sitting in, but this time as listeners.

Date of the showdown meeting with the K.T.U. salary committee, which resulted in the increase, was set for Sept. 29, the eve of the then scheduled work stoppage, and two days before the Oct. 1 school budget deadline.

To White House From Page 1

are members of the American Federation of Teachers. Connors taught in Massachusetts and Smith in Tennessee. Biemiller, a Pennsylvania teacher, was formerly a congressman from Wisconsin.

N. Y. For Federal Aid

Organized labor-teacher delegates, including delegates from the Empire State Federation of Teachers, the New York Teachers Guild, Local 2, and other A. F. of T. Locals in the state, whipped through a resolution calling for substantial Federal Aid for Education at the New York State White House conference.

The practical supporters of better public schools, including the state's Gov. Averill Harriman, successfully opposed the attitude of Kenneth C. Royall, state conference committee chairman, for "not too much education" by limiting the school system.

State American Federation of Labor and Congress of Industrial Organizations delegates swung behind the teachers when Dr. Abraham Lefkowitz, the New York Guild's legislative representative, amended an anemic Federal aid resolution to give it strength and successfully fought it through despite determined opposition.

Previously, Gov. Harriman and Royall had clashed at the Conference, Harriman urging a sweeping program for Federal Aid and Royall declaring that too many young people were attending school and college, in what was intended to be the keynote of the meeting.

Eliot Birnbaum, of Syracuse, spoke for the Empire State Federation of Teachers, while Charles Cogen headed the delegation of four from the New York Teachers Guild. Also most outspoken in support of Federal Aid was Louis Hollander, C.I.O. state president.

Other delegates included Rebecca Simonson, N. Y. Guild vice-president for elementary schools, and David Selden, Guild special representative. Harriet F. Pease, Empire State Federation vice-president, was vocal in committee on how to get and keep good teachers.

The New York state conference emerged as a bit of fresh air over the stagnated meetings across the country and may prove to be the spark that will fire constructive action at the national level.

Illinois in Contrast

Shortly after the New York conference, the one in Illinois put on a contrasting demonstration of study and stall. Gov. William G. Stratton, a Republican, blasted Federal aid and said it would be "most tragic" for the federal government to take a direct interest in the educational field "when the state of Illinois is thoroughly equipped and financed to handle its own problems." Stratton made no mention of the 150 rickety, nine-

teenth century built schools in Chicago, the hundreds more down-state and the large numbers of teachers now employed in Illinois, with less than college degrees.

The Chicago Citizens Schools committee, comprised of a cross section of the city's community leaders, held its own conference, which came up strong for Federal Aid for Education, financed not only by taxes but also from income from the nation's natural resources, such as off-shore oil revenues.

Teacher delegates from Illinois to the Washington conference include John M. Fewkes, president of the Chicago Teachers Union, Local 1, and Eileen Stack and Dorothy Worden, both members of the Local.

In other states, while the national delegations were heavily stacked with business men and school administrators, some organized labor and a few union teacher delegates were being named. In Minnesota, Gov. Orville L. Freeman appointed J. Selmer Drage, chairman of the joint salary committee of A. F. of T. Locals 59 and 238 and vice president of the Minneapolis Central Labor Union, to the White House parley. Karl F. Krittner, member of the state legislature and of the St. Paul Federation of Men Teachers, Local 43, was elected as a delegate by the state conference.

About 30 A. F. of T. members led by Ben Rust of Richmond, president of the California State Federation of Teachers, attended the California conference wherein 80 per cent of 3,000 delegates were administrators but strong sentiment developed for Federal aid.

Maryland For Aid

In Maryland, four A. F. of T. leaders participated in the state conference. They were Henry Waskow, president of the Baltimore Teachers Union, Local 340; Mrs. Delores Hunt, vice-president and Albert Silverman and Una Corbett, members. This conference also voted to ask for Federal Aid for buildings, while not ruling out salaries.

After conferences in New Jersey in which A. F. of T. and other labor organization leaders participated, prospects for Federal Aid were viewed as dim. Representatives of teachers unions attending the Massachusetts conference included:

From Local 66, Boston: Eleanor Fallon, Mary Cleary and Mary McSweeney. From Local 1019, Lawrence: George Gibeau and Charles Stahle. From Local 1037, Lynn: Rose Claffey, Mrs. Grace Raynes, Jasper Grassa, Francis Keane, Theodore Kyrios, Alfred Lustris and Henry Winston.

At the end of the first week in November, nearly all states will have completed their conferences, and at press time reports of union teacher participation and teacher delegates to the Washington conference, were fragmentary and incomplete. The most of the conferences, however, bulked large with reactionary representation, and their outcomes echoed and re-echoed warnings that school-minded delegates to Washington must fight as they have never fought before if the White House Conference on Education is not to be engineered to throttle public school modernization and progress.



Photo by D. Clinton Grant

Hard to believe: left is Mrs. Dolores Walker Payne, age 20, veteran actress with Theatre 55, Dallas's theatre-in-the-round. She has a monopoly on little girl parts. "When rehearsals get tiring, that's the time for cool, soft drinks from bottles," Mrs. Payne says. "Drinks look so refreshing in bottles." And Rue Howell, 11, right, agrees. "Soft drinks in bottles are so clean, so sanitary, and you can see what you're drinking." A donation in their names has been made to the Texas Society for Crippled Children, by GLASS CONTAINER MANUFACTURERS INSTITUTE.

Glass containers have been union-produced in the U. S. A. since 1842

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More About That 'Mostly Mythical' Top Pay

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By Charles E. Boyer*

MINNEAPOLIS, Minn.—"Are maximum salaries mostly mythical?"

This has been something of a moot question for quite awhile, since in some school districts not too many teachers have been able to attain the published maximum because of the years it takes to do so.

It was also pinpointed in a story in the American Teacher last January, analyzing a report of the Connecticut department of education, which revealed only a minor number of teachers being paid the heralded maximum in the state.

Since then, the research department of the American Federation of Teachers, and the A. F. of T.'s committee on salaries and working conditions have collaborated to explore the question nationally, but by local school districts. Questionnaires were sent to local school superintendents throughout the country, and replies were received from 310 of them.

Limited to Bachelors

The study was limited to Bachelor degree data, but it may be presumed that the higher degree schedules follow the same pattern.

The factor considered in analyzing the replies was the range of the maxima (see accompanying tabulation). It shows that to say a teacher is receiving the maximum salary, simply means that depending on his locality

*Chairman, Committee on Salaries and Working Conditions, American Federation of Teachers.



Mr. Boyer

he may be getting anywhere from \$2,600 to \$6,750 for which the median is \$4,600.

But the most important revelation was that the higher the maximum, the fewer were the teachers receiving it. Twenty-eight percent of the teachers in the brackets below the median were shown as receiving the maximum pay provided, while only 24 percent of those above the median were receiving maxima.

Of the 196,000 teachers covered by the reports studied, less than 47,000 or 24 percent were receiving the maximum in their pay scales.

The greater percentage of teachers in the lower half of the range can be accounted for by the fact that there are fewer steps in many of the lower schedules. One superintendent commented that by this device his district was able to compete for teachers, particularly for those who planned to remain in the teaching profession only a few years.

An excessive number of steps to reach maximum pay were found in the upper half of the maxima range. Though not always realized by teachers, the number of steps required to reach maximum pay, is more important than the maximum itself.

To determine the effect of the number of steps, let us set up a hypothetical schedule based on the median minimum and maximum salaries as determined by the study. The range for this schedule is \$3,200 to \$4,600.

Over a 20 year period, on an 8-step schedule in this range a teacher would earn an average of \$4,300 per year; on a 10-step schedule \$4,229, and on a 14-step schedule \$4,100 and on a 20-year schedule of which there are many, \$3,900.

Added Steps Delay Benefits

Eighty-nine cities reported that they implemented new higher maxima by adding one to four steps to the schedule. This means that all maximum pay teachers with the addition of one step should benefit immediately by the new maximum.

But with the two to four steps, maximum teachers would receive the full benefit only after several years, regardless of their experience or longevity.

Even from the addition of only one step, not all teachers receive the full benefit immediately. Some cities reported that this was prorated over two or three years.

Other devices reported for putting new maxima into effect were reclassification, across the board increases, or increasing the amount of the increments, but regardless of the devices used, in many cases it requires two or three years for highest

Bachelors at Maximum in 310 Cities

The following is a compilation of the results of a survey, see accompanying story, to determine the percentage of teachers receiving the maximum in their salary schedules. It also throws light on the insufficiency of the maximums themselves in the reporting cities.

No. of Cities	Maximum Salary	No. of B.A. Teachers	No. at Maximum	Pct. at Maximum
1	\$2,600	258	99	35
2	2,700	356	121	34
2	2,800	281	179	63
1	2,900	195	45	23
3	3,000	510	229	45
1	3,100	342	148	43
2	3,200	676	414	61
4	3,400	896	292	32
6	3,500	4,416	1,100	24
4	3,600	682	235	34
2	3,700	413	112	27
3	3,800	1,346	390	30
6	3,900	2,891	807	28
11	4,000	5,426	1,205	22
3	4,100	781	210	26
15	4,200	6,745	1,836	27
4	4,300	1,671	586	35
14	4,400	6,339	1,888	30
18	4,500	5,670	1,589	28
12	4,600	5,341	1,340	25
18	4,700	8,952	1,189	13
19	4,800	6,654	1,335	20
12	4,900	3,692	680	18
18	5,000	7,539	1,412	18
15	5,100	6,359	1,048	16
18	5,200	11,502	3,599	31
10	5,300	3,918	933	23
17	5,400	12,470	1,549	12
8	5,500	3,294	669	20
12	5,600	11,910	2,099	18
10	5,700	20,491	5,631	22
14	5,800	9,434	1,202	12
6	5,900	2,174	351	11
5	6,000	5,735	828	14
2	6,100	544	119	21
3	6,200	7,340	2,572	35
3	6,300	702	90	12
2	6,400	882	124	14
2	6,500	375	1	.5
1	6,700	1,565	700	45
1	6,750	25,236	7,884	25
Median.....\$4,600		Total 196,003.....	46,840	Avg. 24

paid teachers to reach the new maxima.

One hundred cities, in fact, reported that maximum teachers did not immediately receive the new maxima.

Two Correctives Indicated

A fitting conclusion to this study, it seems, is that teachers' unions should concentrate on across the board increases and on decreasing the number of steps, rather than on the nebulous maxima which are subject to considerable juggling by boards of education.

School boards prefer the latter device because the financial ob-

ligation can be deferred and the force of the salary drive can be broken by pitting maximum pay teachers against non-maximum teachers.

Maximum salaries may not be mythical, but they furnish the basis for side-stepping the issue of paying professional salaries to all teachers. They are presently too little and it takes too long to get them, to make them a generally effective factor in keeping teachers from leaving the profession for the better incomes that are so readily available to them in business and industry.

What's Your Opinion

See Neglect of Gifted Students Becoming a Nationwide Problem

American newspapers and magazines are sensitive nowadays to public school problems. Two of the most widely published and discussed statements from the A. F. of T.'s Fort Wayne convention were those in the following story, concerning conditions causing neglect of gifted students, since most editors obviously sensed the implications of the conditions discussed. The American Teacher publications would like to hear what you, our teacher readers, think about the problem and what it will take to correct it. Write us, confining your typed statement to 250 words, and the best letters will be published as a symposium in a forthcoming issue.

FORT WAYNE, Ind. — Two high officials of the A. F. of T. American Federation of Teachers joined here in declaring the nation's public schools are educating for mediocrity and that gifted students are being neglected.

The leaders of the classroom teachers organization, in convention here, were Edward Jewett of Council Bluffs, Ia., and Mrs. Cecile S. Oliver of Portland, Ore., both A. F. of T. vice-presidents, and Mrs. Oliver also president of the Oregon Federation of Teachers.

Jewett said the schools are educating for mediocrity and that "under present conditions, teachers are obliged to pitch the level of instruction to what can be done by the median ability group of pupils."

"The conditions," he said, "are overcrowded classrooms producing too great a teacher load, disinterested administrators, poorly trained teachers and a lack of early recognition of gifted children."

"Result is that the extremely

able students," Jewett said, "are not trained to develop the abilities, habits and the skills which will enable them to become the leaders they might become."

Jewett said that under present teaching conditions, teachers can do little for those who need extra help and a slower than average pace of learning, and that "we increasingly observe feelings of inadequacy and consequent discouragements and failure."

He said a recent survey indicates "some action" on the part of a few large cities to improve the situation, but additionally while "at least half of our gifted children live in small cities, towns and rural communities, much remains to be done and should be started now."

"Gifted Most Neglected"

Mrs. Oliver agreed that "the most neglected child in the average classroom is the gifted child," and said she drew her conclusions from experience in teaching a class of gifted seniors in a Portland high school in the last school year.

"In working with the gifted students," Mrs. Oliver said, "I

found that at no time in their previous years in high school, especially in English, had they worked to their ability."

"Bored with the general run of teaching, they had become listeners and could pass their tests with high grades. They had acquired a skill in 'shooting the breeze' that enabled them to get by with a minimum amount of work."

"At the same time, I had four classes of average or above students, and the gifted students learned to do wide research and read with understanding and appreciation literature that they would not have had the opportunity of knowing had they been members of the average classes."

Must Fend for Self

"In the average class the gifted student fends for himself because the teacher's time is

taken up by those who cannot take care of themselves.

"The gifted students achieved more than four times the amount of work the other classes did and with greater ease and enjoyment. At the end of the course in June, it was the unanimous opinion of the class, that they might have advanced to their ability, had they had a similar class previously."

Mrs. Oliver declared that gifted children should be given consideration according to their ability as early as in the elementary grades, "if we are to have the well-trained leaders the country so badly needs."

Jewett is a general science teacher at Thomas Jefferson High School in Council Bluffs, and Mrs. Oliver teaches English at Franklin High School in Portland.



Mrs. Oliver



Mr. Jewett